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ABSTRACT

The time spent in the regular English-language classroom is critical for the limited-English-proficient (LEP) student in eventual mainstreaming. The classroom teacher can work productively with LEP students in the classroom to maximize their exposure to authentic language during the school day. Classroom communication should be simple and clear, communicate warmth, use nonverbal techniques such as prompts and gestures, contain established oral/aural routines, and be consistent even during the student's "silent period" of language learning. The student should be encouraged to use as much English as possible. The first priority is to ensure that the LEP student feels comfortable and secure in the classroom, and the buddy system and other forms of class acceptance and encouragement are helpful. Careful monitoring of the student's social and academic development for possible disabilities or psychological barriers is essential. It is important to maintain high expectations of LEP students, to be prepared for their success, and to remember that they generally do not require remedial work. These students should learn the classroom management system as soon as possible and follow it as other students do. The teacher can and should learn about the students' home culture, and should explain and anticipate students' cultural and social difficulties as much as possible. (MSE)

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WORKING WITH LIMITED-ENGLISH-PROFICIENT STUDENTS IN THE REGULAR CLASSROOM

ERIC Q&A

November 1987

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Washington, D.C.

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ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

Q&A

Working with Limited–English–Proficient Students in the Regular Classroom

Prepared by Nancy Riddlemoser

November 1987

Special English instruction is an essential component of the limited–English–proficient (LEP) student's education. However, the time spent in the regular, non-English as a second language (ESL) classroom is critical in order to reach the goal of mainstreaming or integrating the LEP population into the regular academic program. With understanding on each educator's part, it is possible for the classroom teacher to productively work with LEP students in his or her classroom in order to maximize the students' exposure to authentic language during the school day.

How Can I Communicate with Students Who Do Not Speak English?

•Speak simply and clearly to the students. Try to speak in short, complete sentences in a normal tone of voice. Unless the student is hearing impaired, it is not necessary to speak loudly.

•Use prompts, cues, facial expressions, body language, visual aids, and concrete objects as often as possible. Pointing and nodding toward an open door while saying "Please, shut the door" is much more effective than giving the command in an isolated context.

•Establish oral/aural routines. Greetings each morning and closure at the end of class permit the student to become familiar with and anticipate limited language experiences. Examples include: "Hello, Juan," "Have a nice weekend," "Bye-bye," "See you tomorrow," "Line up for lunch," and "How are you?"

•Communicate warmth to the student. A smile, hello, and a pat on the back give the student the feeling of support needed in an unfamiliar setting (country, school, etc.). Knowing that the teacher is approachable and willing to work with the student is also important.

•Encourage the student to use English as much as possible and to rely on the native language only for more technical and/or emergency situations.

•Find people in the school or community who speak the student's language. Another LEP student at school or a foreign born or a first generation student who speaks the LEP student's native language at home can aid communication between the LEP student and the teacher. Foreign language teachers and ESL teachers are often able to provide assistance in emergency situations. Parents, church members, large businesses, universities, social service agencies, ethnic restaurants, and foreign merchants are valuable community resources. It is also helpful to know whether any of the LEP student's family members speak English.

•Keep talking to the student. It is normal for him or her to experience a "silent period" that can last days, weeks, or even months. In order to learn the language, the student must first develop active listening skills, followed by speaking, reading, and writing.

How Can I Best Meet the LEP Student's Social and Academic Needs in the Regular Classroom?

The first and most basic need is to ensure that the LEP student feels comfortable and secure. Social and psychological factors are of utmost importance in teaching LEP students. It is often frightening for a student of any age to be placed in a new classroom. This is magnified by the new language and cultural differences and compounded by the possible traumas and hardships that may have occurred prior to the student's move or relocation. In general, expect most children to adapt relatively quickly to the new placement. Teens are a bit slower, and adults usually require the most time.

A "buddy system" is an excellent way to ensure the LEP student is cared for. If possible, you may want more than one buddy for each student. Choose a native language sharer for academics and an "English only" for the more social, active, less technical language-oriented activities. "Buddy duty" should always be portrayed as a special privilege and *not* a chore. Having friends will make the LEP student feel better and help him or her learn more English at a faster rate. It may also increase your other students' acceptance of different nationalities.

Because you wish to enhance your LEP student's self-esteem and school career, pair him or her with someone whose behavior is one you wish modeled. Teaming up a LEP student with a trouble-maker may compound your classroom discipline problems.

Include the LEP student in as many activities, lessons, and assignments as possible, even if only for the socialization aspect. He or she needs the contact, language exposure and "cultural training." This allows the other students to view the LEP student as a true peer, valuable classmate, and desirable friend.

Present a positive approach to your class when dealing with the LEP student. When you say "Juan doesn't understand this, leave him alone" or "This is too hard for Khve," expect some students to avoid him at recess or lunchtime. It would be better to say, "Please help Juan with that page" or "Would you show Khve how we do this?"

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Have everyone in the building share in the responsibility of teaching the LEP student about your school, class, special projects, and community. This will satisfy the LEP student's sense of belonging and enrich the worlds of the other students and staff members.

If your school has a professional assessment center, it would be to your advantage to have the LEP student evaluated for achievement levels. If your school has an ESL teacher, reading specialist, visiting teacher, psychologist, or guidance counselor, you may feel more comfortable having them assist the student using a standardized battery of tests or conducting an informal survey or inventory.

Of course you will be able to assess many aspects of your student's social and academic development through careful observation. Does the student come to class prepared (with pencils, paper, etc.)? Is the student attentive and eager to participate? Can the student answer questions about his or her name, age, and where he or she is from? To determine specific academic achievement levels, try some of the following activities:

•Ask the student to copy the alphabet and numbers.
•Ask him or her to recite (or write) the alphabet and numbers from memory.
•Ask the student to repeat names of objects after you. (Show pictures of foods, vehicles, people, etc.).
•Ask the student to read a sample from the previous grade level. If he or she cannot, try a sample from a lower grade level (beginning with first grade, if appropriate), and determine up to which grade level the student can read.
•Ask the student to answer math computation problems from the previous grade level. If he or she cannot, try problems from a lower level. Math can be an important tool in determining appropriate grade level placement or grouping.

Date, sign, and keep a record of your findings. Whether a sophisticated tool or a very informal tool is used, the student's school career and subsequent progress may be measured against this. Compare what you have found with available grades, reports, or tests in the student's records. Note any changes or discrepancies between these records and your own findings.

An inability to reproduce sounds and difficulty in copying or writing may be normal phases in a LEP student's acquisition of English. However, they may also point to a learning disability. It is possible that a LEP student may need special education services.

Furthermore, many factors may drastically affect the LEP student's mental health, including traumas, experiences overseas, problems adapting to a new environment, and poor living conditions in the present environment. Some students may never have been to school before. Slowness in catching on to "simple" concepts could be lack of educational exposure, newness of material, or a learning disability.

In addressing the student's academic needs, remember to provide learning experiences and assignments that will enable him or her to feel productive, challenged, and successful. The LEP student needs a variety of tasks and assignments closely related to what the students in the regular classroom are doing. For example, while your class is working on math, the LEP student may work on a math assignment as well, perhaps of lesser difficulty. The important thing is that he or she is becoming more organized and involved in class routine.

Keep communication lines open. Try to coordinate whatever the ESL teacher is doing with what goes on in your class. The consistency and repetition of concepts and/or lessons can only help the LEP student.

In class discussion, call on the student as soon as possible. Even if the LEP student cannot speak much English, have him or her come to the board to point to the map, complete the number line, circle the correct answer, etc. Assign responsibilities such as washing the board, passing out papers, collecting homework, sharpening pencils, serving as line leader, etc. These activities will help the LEP student feel special and useful and help to develop citizenship skills.

What Techniques, Instructional Materials and Resources Are Recommended for Use with LEP Students?

It is important to maintain high expectations of LEP students, be prepared for their success and progress, and keep in mind that LEP students are generally not a remedial population. Usually the younger the student, the sooner he or she will "catch up" and "catch on."

If the student is receiving ESL instruction, your job may be easier if you establish a close relationship with the ESL teacher. Together you can plan the student's educational program. If there is no ESL teacher, you may work directly with the foreign language teacher(s), reading specialist, special education teacher, parent volunteers, or anyone else who may have resources, ideas, and time to share.

At the elementary level you can borrow workbooks, teaching aids, audio visual equipment, and assignment sheets from the lower grades. Curriculum guides and the entry/exit minimum skill requirements for each grade level are excellent resource guidelines.

Native language dictionaries, bilingual dictionaries, and picture dictionaries (of varying degrees of difficulty) are essentials for you and the LEP student. Encourage and expect the student to make use of these and any other suitable reference materials as soon as possible.

Your primary techniques will involve 1) individualizing; 2) adapting; and 3) modifying classwork for the LEP student. Always consider his or her language development, study skills and the subject content while doing so. Examples of these techniques are described below.

•*Individualizing:* If the LEP student in an elementary classroom clearly comprehends the meaning of words for a spelling lesson yet cannot express the meaning of the words orally, you may wish to individualize the spelling assignment by allowing him or her to "draw the definition" of each word. The LEP student who is unable to define the word *car*, for example, as "a moving vehicle with four wheels" could convey his or her understanding of the concept by drawing a simple diagram or illustration. Individualizing a science project at the secondary level may require a detailed picture or model of the subject being studied (i.e., the heart, plants, the weather) with labels being copied in English and possibly in the student's native language.

•*Adapting:* Adapting a primary or secondary level mathematics test or textbook for the LEP student whose computational skills are well–developed but whose reading skills are less so may involve deleting word problems in math altogether. To compensate for this deletion, you may wish to add more computational problems or to grade only the computation part of a test. Social studies assignments,

on the other hand, may require more language than the student possesses. Therefore, you may find simple memorization activities helpful for the LEP student; sample activities may include memorizing the states of the United States and their respective capitals, the names of the seven continents of the world, five explorers of the New World, or three Presidents of the United States. Activities such as unscrambling key vocabulary terms or matching vocabulary words with their definitions are also useful.

Modifying: In an elementary reading class, it would be quite feasible to use a lower level basal series for "reading time." The LEP student would still be responsible for reading but at a suitable pace and appropriate level. At both the elementary and secondary levels, spelling, grammar, and punctuation exercises may be assigned from a lower level textbook or workbook that corresponds to whatever the class is learning at the time.

Remember to frequently include concrete objects and everyday experiences across the curriculum. This will give the student a solid base in dealing with his or her new environment. Examples include:

Mathematics: using the calendar; handling money in the cafeteria or store.

Telling Time: changing classes; using daily movie, TV, and bus schedules.

Vital Statistics: height, weight, and age.

Survival Skills: address and telephone number, measuring distance; reading cooking measurements; making shopping lists, etc.

Science: hands-on experiments, plant and animal care, charts, graphs, illustrations, specimens.

Social Studies: hands-on experiences such as field trips, movies, magazine and newspaper clippings, collages, maps, flags, customs, and "show and tell," using materials from home or travels.

Art, Music and Physical Education: participating in all instructional and recreational activities; inviting the student to share activities of this nature from his homeland. These courses may provide the only outlets for the LEP student to express him– or herself.

Design a seating arrangement where the LEP student can be involved with whole group, individual, and peer group activities. The LEP student needs a flexible arrangement to fit his or her special needs. Sometimes just a small space where it is possible to concentrate is sufficient. You may find it helpful to seat the student near you or his or her buddy.

Will the LEP Student Understand My Classroom Rules and Follow Directions?

LEP students will follow your classroom rules very much the same way other students do. Indeed, it is important that the LEP student learn your classroom management system as soon as possible; otherwise, potential discipline problems may arise such as unruly behavior, classmate ridicule, and feelings of resentment. Although the first weeks may be a confusing time for the LEP student, it is important that he or she understand your expectations from the very beginning.

•The use of visibly displayed charts, graphs, and reward systems will assist you in communicating your expectations. Illustrate with symbols or pictures if there is any doubt about the difficulty of the language level.

•Reminders of rules and their consequences (both positive and negative) need to be in plain sight or easily accessible. Smiley faces, sad faces, checks, stars, 100% and for your younger students, stickers, are all easily recognizable symbols and quickly learned.

•Demonstrate consistency, concern, and control. These may be conveyed nonverbally, and an alert student will recognize classroom routines and expectations, like checking homework or going to the office for a tardy slip, very early in the school year. The LEP student's understanding of common classroom rewards such as "stickers," "outside," "treat," and "grade" are proof that the LEP student knows what is happening in the classroom. He or she must therefore be held to the same standards of appropriate behavior as the other students, and be rewarded or punished accordingly. Moreover, the other students need to see that the LEP student is treated as an equal.

•At the beginning, LEP students will attempt to follow verbal directions while actually observing modeled behavior. So, while speaking about a math problem in the text, for example, point to someone who has his or her math book open; hold up a ruler when telling the students to use a ruler for their work; when students are coloring maps for social studies, have a student show the LEP student his box of crayons, point to the map and nod "yes."

•While others are doing seatwork, the LEP student may copy from the board or a book, practice using appropriate worksheets, work quietly with a peer, listen to tapes, use a language master, or illustrate a topic.

•Design a list of commonly used "directional" words such as *circle, write, draw, cut, read, fix, copy, underline, match, add, subtract.* Have the LEP student find these "action" words in a picture dictionary with a buddy or alone. Then have the student illustrate these words with symbols or translate them into the native language. The student may keep these words in the front of a notebook, on the desk, or in a pencil case. They will help the LEP student become an independent learner, capable of being resourceful and occupied when you are not available to help. Underline or circle these terms on the board, on worksheets, or in consumable texts. When these words are recognized by the student, you can expect him or her to complete the assigned tasks independently.

What Can I Do to Learn About the LEP Student's Culture?

•Ask the student about his country and enthusiastically assign the country to your class as a social studies project. Engage the entire school in international education. The more you and your class ask and learn from the LEP student, the sooner he or she will feel confident and comfortable.

•Go to the library; read *National Geographic;* invite foreign speakers to your school such as families, religious leaders, merchants, visiting professionals. Keep current on movies, traveling exhibits, local festivals. Listen to the news and discuss pertinent issues with the class.

•Find out which holidays the LEP student celebrates and how they are celebrated. Find out whether the LEP student's customs are similar to American customs. On United Nations Day or during Brotherhood Week, have the students make flags and foods from different countries. Perhaps the LEP student has clothes, money, photos, artwork, songs, games, maps, an alphabet or number charts to share with other students. All are valid educational media. Invite

foreign parents to teach their native languages in your class for an exciting project. Celebrate "Christmas Around the World."

What Specific Activities Can I Do to Prepare the LEP Student for Life in the United States?

•Explain, demonstrate, and anticipate possible difficulties with everyday routines and regulations whenever time permits. If there is a large LEP population in your school or district, perhaps volunteers could compile pictorial or bilingual guidelines or handbooks with details of policy and procedures. Depending upon the student's experience(s) with formal education, the need for explanations may vary greatly. Consider the following routines as "teaching opportunities" to prepare the students for American culture:

IN CLASS

•Class rules (rewards, enforcement, consequences).
•School conduct.
•Morning rituals (greetings, calendar work, assignments, collection of money, homework).
•Library conduct (checkout, book return).
•Field trips/permission slips.
•Gym (participation, showers, attire).
•School photographs (dress, payment).
•Substitutes.
•Seat work/group work.
•Tests, quizzes, reports.
•Grades, report cards, incompletes.
•"Treats."
•Free time.
•Teams (choosing, assigning).
•Standardized testing (exemptions).
•Exams.
•Special projects (extra credit, double grades).

IN SCHOOL

•Breaks: bathroom, water, recess.
•Cafeteria routines: line formation, lunch passes.
•Fire drills.
•Assemblies/pep rallies/awards/ awards ceremonies.
•Contests/competitions.
•Holidays/festivities/traditions.
•Fund raisers/"drives."
•Routine health exams, screening.
•Suspension.
•Guidance counseling.
•Disciplinary methods (in–school suspension).
•Free lunch (income verification).
•"Family life" education (sex education).

AFTER SCHOOL

•Parent conferences and attendance.
•PTA meetings.
•Proms, dances, special events.
•Field days.
•Clubs, honor societies, sport activities.
•Detention.
•Summer school.

Resources

The National Clearinghouse on Bilingual Education is a federally funded center which provides information on programs, instructional materials, research, and other resources related to the education of LEP students. The Clearinghouse can also provide information on additional networks of federally funded centers that serve school districts with LEP students. Eligibility for free technical assistance from these centers varies according to funding priorities. For information, write or call: National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Suite 102, Wheaton, MD 20902. Telephone: 1-301-933-9448 or 1-800-647-0123.

For Further Reading

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